

1.0 Percent Participation Webinar

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Every Student Succeeds Act (ESSA)

- i. Not prohibit an LEA from assessing more than 1.0 percent of its assessed students in any subject for which assessments are administered with an alternate assessment aligned with alternate academic achievement standards;
- ii. Require that an LEA submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any such subject with such an alternate assessment;
- iii. Provide appropriate oversight, as determined by the State, of an LEA that is required to submit information to the State; and
- iv. Make the information submitted by an LEA publicly available, provided that such information does not reveal personally identifiable information about an individual student.

ESSA

- ESSA requires states to ensure that the total number of students assessed in each subject using an alternate assessment aligned with alternate academic achievement standards does not exceed 1.0 percent of the **total number** of all students assessed in **each** content area (reading, mathematics, and science).
- Public school units who exceed the 1.0 percent participation for a given school year are required to provide the North Carolina Department of Public Instruction (NCDPI) a **justification** of the need to assess more than 1.0 percent of their students on the NCEXTEND1 in **any subject**.

Individualized Education Program (IEP) Team

- ESSA continues to give final authority to the Individualized Education Program (IEP) team regarding decisions around which assessment is given to a student. However, the IEP team must follow the state guidelines for participation in the alternate assessment.
- ESSA includes assurances for informing parents about the standards to which their child's academic achievement will be measured.

Informing the Parent

- Ensure that parents are informed annually of the implications of students being instructed and assessed on the Extended Content Standards. This includes at the elementary, middle and high school levels.
- Parents must be informed that upon completing high school the student will not receive a high school diploma, rather a certificate of completion.
- Appropriate places to document in the IEP:
 - Prior Written Notice
 - Minutes

How does North Carolina define a significant cognitive disability?

❖ What is a significant cognitive disability?

❖ What resources and tools are available to assist IEP teams make appropriate decisions?

A significant cognitive disability is defined as:

- Students with significant cognitive disabilities have cognitive and adaptive behavior functioning deficits that may prevent them from attaining grade level achievement standards, even with substantial program modifications and accommodations.

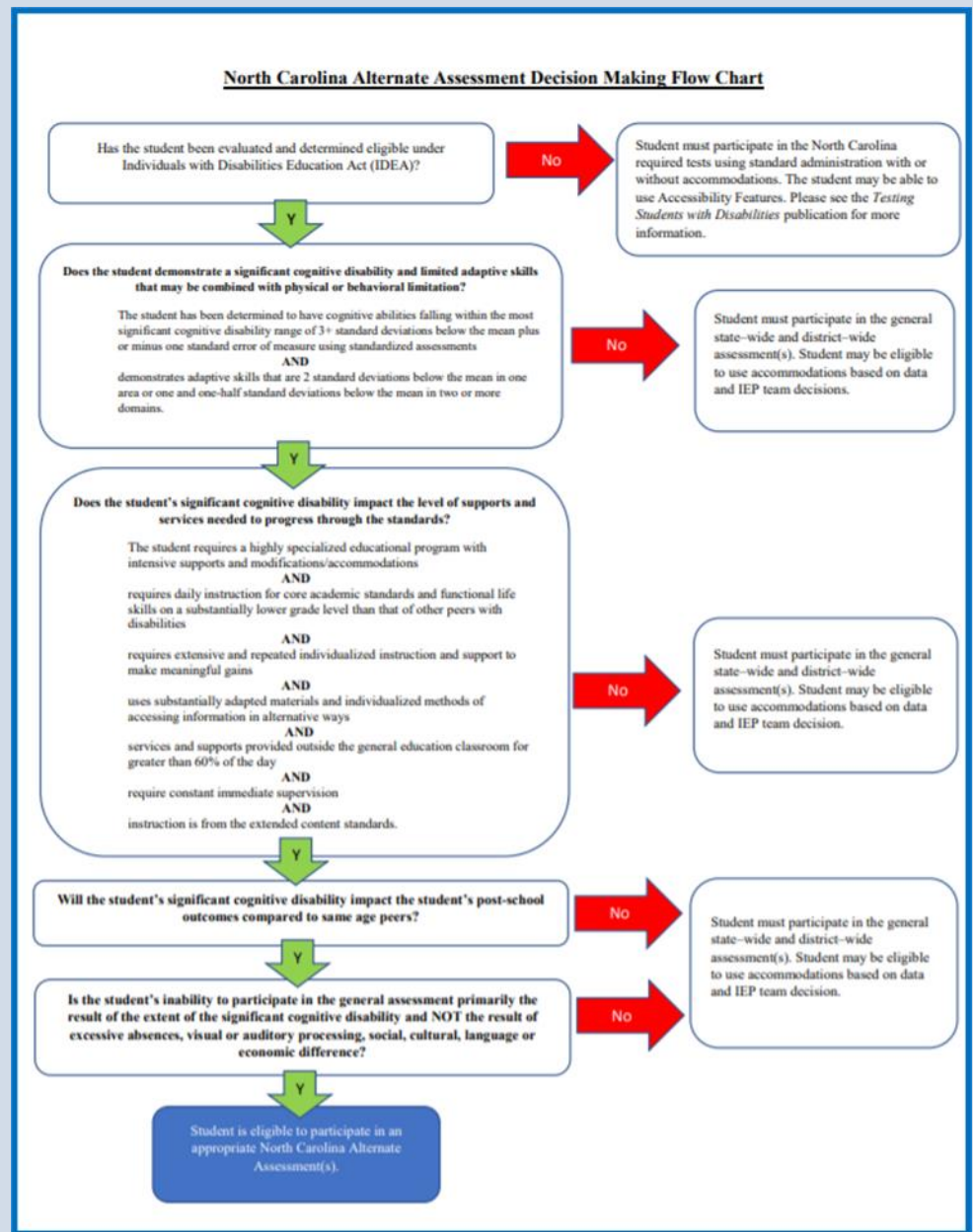
A significant cognitive disability is defined as:

- They may require extensive individualized instruction across multiple settings to access and make progress in the learning environment.

A significant cognitive disability is defined as:

- The significant cognitive disabilities cannot be the primary result of: excessive or extended absences, social, cultural, and economic differences, identification as an English Learner (EL), pre-determined poor performance on grade level assessments, administrator decision, educational environment or instructional setting.

Decision Making Flow Chart



Has the student been evaluated and determined eligible under the Individuals with Disabilities Education Act (IDEA)?

No

Student must participate in the North Carolina required tests using standard administration with or without accommodations. The student may be able to use Accessibility Features. Please see the *Testing Students with Disabilities* publication for more information.

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Does the student demonstrate a significant cognitive disability and limited adaptive skills that may be combined with physical or behavioral limitation?

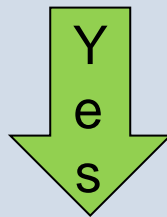
The student has been determined to have cognitive abilities falling within the most significant cognitive disability range of 3+ standard deviations below the mean plus or minus one standard error of measure using standardized assessments

AND

demonstrates adaptive skills that are 2 standard deviations below the mean in one area or one and one-half standard deviations below the mean in two or more domains.



Student must participate in the general state-wide and district-wide assessment(s). Student may be eligible to use accommodations based on data and IEP team decisions.



Does the student's significant cognitive disability impact the level of supports and services needed to progress through the standards?

The student requires a highly specialized educational program with intensive supports and modifications/accommodations

AND

requires daily instruction for core academic standards and functional life skills on a substantially lower grade level than that of other peers with disabilities

AND

requires extensive and repeated individualized instruction and support to make meaningful gains

AND

uses substantially adapted materials and individualized methods of accessing information in alternative ways

AND

services and supports provided outside the general education classroom for greater than 60% of the day

AND

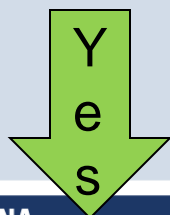
require constant immediate supervision

AND

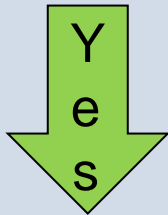
instruction is from the extended content standards.



Student must participate in the general state-wide and district-wide assessment(s). Student may be eligible to use accommodations based on data and IEP team decision.

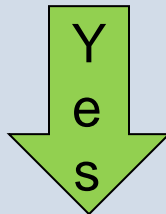


Will the student's significant cognitive disability impact the student's post-school outcomes compared to same age peers?

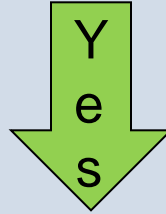


Student must participate in the general state-wide and district-wide assessment(s). Student may be eligible to use accommodations based on data and IEP team decision.

Is the student's inability to participate in the general assessment primarily the result of the extent of the significant cognitive disability and NOT the result of excessive absences, visual or auditory processing, social, cultural, language or economic difference?



Student must participate in the general state-wide and district-wide assessment(s). Student may be eligible to use accommodations based on data and IEP team decision.



Student is eligible to participate in an appropriate
North Carolina Alternate Assessment(s).

Eligibility Requirements and Considerations for NCEXTEND1 Alternate Assessments

Eligibility Requirements

- To determine participation in the NCEXTEND1 alternate assessment, the following eligibility requirements must be met:
 - The student must have a current IEP.
 - The student has a significant cognitive disability.
 - The student must be instructed using the North Carolina Extended Content Standards (i.e., reading and mathematics) and the North Carolina Extended Essential Standards (i.e., science).
 - The student is enrolled in grades 3–8, 10, or 11 according to PowerSchool.

NCEXTEND1 is *NOT* appropriate for students who:

- are being instructed in any of the assessed general grade-/course-level content standards of the *North Carolina Standard Course of Study* (i.e., reading, mathematics, and science).
- demonstrate delays only in academic achievement
- demonstrate delays only in selected areas of academic achievement;
- demonstrate delays attributed primarily to behavioral issues; or
- if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study pathway).

Things to note:

- A student who is being taught on the North Carolina Extended Content Standards in all subject areas (reading, mathematics, and science)– must take the NCEXTEND1 assessment in all areas.
 - A student **must not** take the NCEXTEND1 in mathematics and the regular End-of-Grade assessment in reading.
 - Students either participate in regular assessments **or** alternate assessments based on their classroom instruction and learning pathways, but must not have a combination of regular and alternate assessments.

Best Practice

- For best practice, the decision regarding the student's participation in an alternate assessment should be made and documented in the student's IEP at least 120 school days before the testing window.
 - This is to ensure that the student has adequate exposure to the content standards that they will be assessed on.

How to analyze 1.0 percent data?

2018–19 State Testing Results

- State Testing Results are reported each school year as outlined in the Green Book listed below. The data is from the 2018–19 school year.

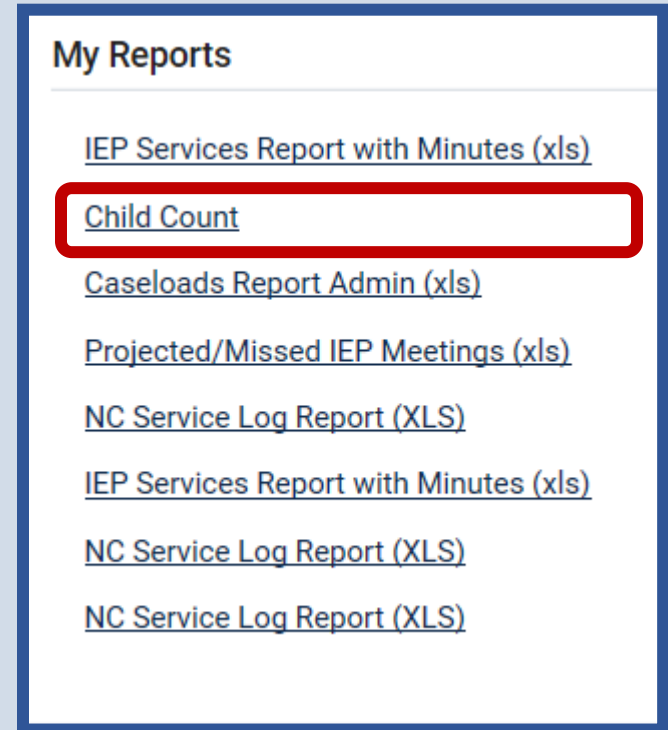
[Green Book](#)

[Home](#) » [Districts & Schools](#) » [Testing and School Accountability](#) » [School Accountability and Reporting](#) » [Testing Results \(Green Book\)](#)

- All Student and Subgroup Performance
- Testing Accommodations
- Exceptional Student Results

How to look at your data using ECATS?

- ECATS
- My Reports
- Child Count
- Excel File
 - Sort by:
 - Setting
 - Primary Eligibility Area



How to sort data in Excel?

- Example Excel Spreadsheet
 - Information included in this spreadsheet is solely for the purpose of demonstrating how to sort information quickly
 - There is no real student data or information included

1.0 Percent Justification Form 2020–2021

Section 1: Contact Information

1.0 Percent Participation Justification Form 2020–21

The *Every Student Succeeds Act (ESSA)* requires each public school unit to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each public school unit will be reviewed by the North Carolina Department of Public Instruction (NCDPI) and follow up actions will be determined based on the information provided in this form. Staff from the Exceptional Children and Accountability Department in each public school unit should collaborate to provide the requested information on this form. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). After these forms are received from each public school unit, this justification form will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

Section 1: Contact Information

Enter contact information for the primary public school unit staff member responsible for overseeing the completion of the justification form.

3-Digit LEA/Charter Code: Click or tap here to enter text.

Contact Name: Click or tap here to enter text.

Contact Phone No.: Click or tap here to enter text.

Public School Unit Name: Click or tap here to enter text.

Contact Title: Click or tap here to enter text.

Contact E-Mail: Click or tap here to enter text.

Section 2: Analyzing Contributing Factors

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Did the Individualized Education Program (IEP) teams utilize the alternate assessment [eligibility criteria](#) and the [North Carolina Alternate Assessment Decision Making Flow Chart](#) to make alternate assessment participation decisions?

☐ Yes

☐ No

Describe how **all** members of the IEP teams have been informed **and** trained on the use of the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart.

☐ Yes

☐ No

Explain your answer below:

[Click or tap here to enter text.](#)

Does the public school unit have any student(s) participating in the alternate assessment with the primary eligibility areas of: Specific Learning Disability, Other Health Impairment, Orthopedic Impairment, or Speech Language Impairment?

☐ Yes

☐ No

If yes, explain the criteria the IEP team used to determine how the students met the criteria for participation in the alternate assessment

[Click or tap here to enter text.](#)

Section 2: Analyzing Contributing Factors

Does the public school unit provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☐ No

If yes, explain your answer below:

[Click or tap here to enter text.](#)

Does the public school unit have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☐ Yes

☐ No

If yes, explain your answer below:

[Click or tap here to enter text.](#)

Section 3: Assurances

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What data sources are used to determine eligibility for students participating on the Extended Content Standards that align with the alternate assessment?

Provide your response below:

[Click or tap here to enter text.](#)

Describe the public school unit's process for transitioning a student's instruction from the North Carolina *Standard Course of Study* to the Extended Content Standards or from the Extended Content Standards to the North Carolina *Standard Course of Study*.

Provide your response below:

[Click or tap here to enter text.](#)

Describe the public school unit's annual process for ensuring instruction and assessment on the Extended Content Standards is the most appropriate based on the individual needs of the student.

Provide your response below:

[Click or tap here to enter text.](#)

Section 3: Assurances

In the public school unit, how are parents or guardians directly informed annually about the implications of the Extended Content Standards in relation to not receiving a high school diploma?

Provide your response below:

[Click or tap here to enter text.](#)

Describe the process for auditing Exceptional Children IEP records for students instructed on the Extended Content Standards and participating in the alternate assessment.

Provide your response below:

[Click or tap here to enter text.](#)

Section 3: Assurances

Describe the public school unit's process for identifying and addressing disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups). When monitoring for disproportionality on the alternate assessment, public school unit's need to compare the percentage of the sub-group within the population of students identified for the alternate assessment to the percentage of the sub-group within the total population.

Provide your response below:

[Click or tap here to enter text.](#)

Section 4: Resources and Technical Assistance

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What resources and technical assistance does the public school unit need from the NCDPI to ensure that students are being assessed using the appropriate assessment?

Click or tap here to enter text.

Signatures

Superintendent or School Director _____ Date _____

Exceptional Children Director or Coordinator _____ Date _____

Public School Unit Test Coordinator _____ Date _____

The completed justification form must be signed by the superintendent/school director, exceptional children's director or coordinator, and public school unit testing coordinator. The form must be scanned and emailed to alternatesassessment@dpi.nc.gov by July 6, 2021.

The NCDPI will notify public school units in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

Questions

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